Unit 3: Marketing Travel and Tourism to Domestic and International Customers

Delivery guidance

This unit focuses on how successful marketing campaigns are developed for use by travel and tourism businesses to attract and retain customers.

You may wish to deliver the unit towards the end of the course due to the unit drawing on knowledge and skills gained from other units, in particular Units 1, 2 and 13.

Visits or guest speakers from the industry will be a vital part of understanding strategies for marketing. Many larger businesses, such as visitor attractions, have specific marketing workshops that learners can attend to aid their understanding of the concepts of marketing and how to develop a strategy that works for their company. Forming links between local travel and tourism businesses and your centre is a good way to help learners investigate how they operate. These links may already be in place from other units such as work experience.

Access to the internet for the majority of lessons is essential for this unit so that learners can search for up-to-date marketing strategies that are currently in use by real companies. This will also be critical for other research purposes such as current legislation. This could be through use of a computer, tablet or mobile phone.

Approaching the unit

Marketing is a mix of creativity, customer service and attracting customers into making a purchase. Learners will focus on understanding the background and concepts of marketing and the factors that influence marketing decisions in the travel and tourism industry. They will need to understand that there may be differences in marketing to domestic and international customers. Learners will need to consider customer needs and marketing strategies before developing their own marketing plan for use by a travel and tourism business.

Learning aim A is concerned with exploring the marketing mix. The focus is on Product, Price, Place and Promotion (the 4Ps). Learners will discover how travel and tourism businesses need to have all the elements of the 4Ps in place to be successful.

An essential part of this learning aim is that learners develop their ability to conduct their own research, as this will be a vital element in all of their assignments. Allowing learners to conduct online research using search engines may take longer initially but is vital in ensuring they are capable of finding correct, reliable information for themselves. Many online video clips that demonstrate the marketing mix at its best and worst are available on YouTube.
The second part of this learning aim (A2) explores the factors that influence marketing strategies. These can be both internal and external, and an understanding of what these are and how they may influence marketing is essential for planning and delivering a promotional campaign to achieve learning aims C and D. Learners need to be able to recognise how different factors can have a positive or negative impact on an organisation's marketing decisions and activities.
Talks from representatives of travel and tourism businesses may be particularly useful, as learners may have little awareness of these factors.
Employer engagement could help learners understand how a specific travel and tourism business deals with particular factors and especially how they overcome the impact of negative factors.

Learning aim B focuses on examining the potential impact that marketing activities have on the success of different travel and tourism businesses. First, learners will need to know the importance of setting objectives for marketing activities and how these vary for different types of businesses. This will enable them to analyse the potential impacts of these on both customers (B1) and the business itself (B2).
For assessment of learning aims A and B, learners will need to select appropriate travel and tourism businesses and undertake in-depth research. When exploring the marketing mix (A1) it is essential to use at least two different companies within the travel and tourism industry. Some businesses may be used as good examples of a complex pricing strategy, which ensures high sales, while others may be used as examples of businesses

exploring different distribution channels or ensuring a high number of customers through an ideal location and perfect accessibility. Examples of mismatch in marketing mix (e.g. high prices and low-quality products) could also be better used to illustrate the links between the 4Ps. If different types of businesses are chosen for research, it will enable learners to cover learning aims A and B more fully – for example, a large international airline and a small tour operator may have very different objectives, products, prices, and promotional budget.

Learning aim C focuses on market research and using the data collected to present an idea for a promotional campaign for a travel and tourism business. It aims to develop learners' research skills and their knowledge of how to research effectively to ensure that they can create their own viable business case for their promotional campaign.
Initially, market research could be introduced by looking at a variety of questionnaires and feedback cards available from different travel and tourism businesses. For secondary market research, learners could scrutinise sources such as local travel and tourism trade organisations, tourist offices or World Travel & Tourism Council research.
Learners will develop a market research activity and use data collected to present an idea for a promotional campaign.
The focus of teaching and learning is on application and learners' ability to use the knowledge acquired in classes in their assignment. This could be achieved through practical, class-based tasks covering the range given in the content. Tutors could support learners during the planning of the market research activity and design of the research documentation. However, learners are required to work independently to produce their own documentation, which may be questionnaires, focus group questions or feedback cards.
A selection of examples of research documentation used by travel and tourism organisations may be useful so that learners familiarise themselves with the types of questions, the length of questionnaires and the form of recording responses. Learners should also be familiar with a selection of secondary market research sources, e.g. statistics published by local travel and tourism trade organisations, or online or printed reports such as UNWTO.

For learning aim D, learners will deliver a promotional campaign for a travel and tourism business and evaluate its success. To do this they will assess how the promotional campaign suggested meets the aims and objectives of the business. It will require learners to use their critical thinking skills to analyse their promotional campaign and assess whether or not it successfully meets the needs of the industry and the customers.
The campaign should be evaluated, and this could include recommendations for improvements or changes for future campaigns.

Summary of unit

Learning aim	Key content areas	Recommended assessment approach
A Explore the marketing mix (the 4Ps and how they work together) and the factors influencing marketing in travel and tourism	**A1** The marketing mix (the 4Ps and how they work together) used by travel and tourism businesses **A2** Factors influencing marketing in travel and tourism	A report presenting information on the 4Ps for two differing types of travel and tourism business. Analytical report looking at the impacts of marketing on business success using researched examples within the analysis.
B Analyse the potential impact that marketing activities have on the success of different travel and tourism businesses	**B1** Potential impact on customers **B2** Potential impact on the business	
C Develop a market research activity and using data collected to present an idea for a promotional campaign for a travel and tourism business	**C1** Prepare for a market research activity **C2** Collect market research data **C3** Analyse and present market research data **C4** Present a viable business case for a promotional campaign	Plan, design documentation, and conduct a market research activity. Recommend an idea for a promotional campaign. Present the promotional campaign plan (written or oral). Produce an item of targeted promotional material.
D Deliver a promotional campaign for a travel and tourism business and evaluate success	**D1** Assessing promotional campaign in meeting aims and objectives of the business	

	D2 Delivering a promotional campaign **D3** Evaluation of promotional campaign	Evaluate the promotional campaign.

Assessment guidance

The recommended assessment of this unit is through two internally assessed assignments. Assignments are holistic for this qualification, so tasks should not prescribe pass, merit or distinction criteria, but allow learners to achieve all the criteria by completing the task in full. Assessment 1 relates to learning aims A and B. Assessment 2 relates to learning aims C and D (see immediately below).

Some centres may decide to split Assessment 2, as the content is extensive. In this case, Assessment 2 could address learning aim C and the third assessment could address learning aim D (see the 'Getting started' section and the associated Scheme of Work).

Learning aims A and B: learners should build on and make connections between their evidence for learning aims A and B and the assessment tasks from across their programme of learning that relate to knowledge and understanding of types of travel and tourism and types of travel and tourism business.

To achieve learning aims A and B, learners must select **two** sufficiently **different** travel and tourism businesses to ensure full coverage of the assessment criteria. The selection of two different businesses will be by travel and tourism sector – for example, one that offers a transport service and one that is a tour operator. Teachers should ensure that the travel and tourism businesses learners select would give them sufficient scope to ensure they can fully complete the assessments.

Learning aims C and D: in completing the assignment activities for this unit, learners will need to consider and select content that will enable them to apply their knowledge and skills from across other units in an integrated way. Learners will use appropriate forms of primary and secondary market research data, such as surveys and industry reports, to show justification for the chosen promotional campaign.

Learners should choose to promote a new travel and tourism product or service for their campaign. This may be for a new product or service for a travel and tourism business, drawing on their wider understanding of the travel and tourism industry and consumer trends and/or factors that may influence the popularity and appeal of global destinations.

Getting started

This gives you a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

Unit 3: Marketing Travel and Tourism to Domestic and International Customers

Introduction

A visit to a travel and tourism business would be a good starting point for this unit.

The tutor should arrange this visit with management; the visit should be carefully planned to enable learners to gain maximum benefit from it. Before the visit, the key marketing terminology for learning aim A should be introduced to the learners.

Alternatively, there are many television programmes relating to marketing and marketing campaigns. These programmes may be available on your local TV network, streaming or satellite channels. Alternatively, you may find appropriate material on internet sites such as YouTube. You will need to choose your episodes or excerpts carefully to offer relevant information to learners.

Learning aim A – Explore the marketing mix (the 4Ps and how they work together) and the factors influencing marketing in travel and tourism

- For learning aim A1, introduce the unit. Outline the nature of the topics and the assessments learners will be expected to complete for this unit.
- Ask learners, 'What do we mean by marketing? What are the main advantages of marketing? Learners work individually, in pairs or in small groups to demonstrate any prior knowledge in the subject area. Learners share their findings/definitions. Share examples of good marketing and ask 'Why do you think it is good?' Learners could use the internet to research some examples.
- Recap learning from other units to enable learners to understand the terms 'domestic' and 'international' customers. Ask how marketing may vary depending on the type of customer and differing needs.
- Ask learners, 'Has marketing changed in the last 50 years? Explain how and why.' Ask learners, 'How could travel and tourism organisations get marketing wrong? Give examples. In today's digital age, can they afford to get it wrong?'
- Explain each of the 4Ps of marketing. Discuss the definitions and importance of each P, explaining the role of channels of distribution and supply chains.
- Discuss what the marketing mix is and why it is important.
- Learners should focus on two differing types of travel and tourism businesses. If possible, these investigations should focus on a visit or talk learners have already experienced. Ensure the businesses you use for your investigation are appropriate and that the required information is available.
- Investigate/research the 4Ps in relation to case studies.
- **Product:** organisations often have specific products and services, aimed at different types of customer. Learners research a well-known theme park and identify three different products/services that appeal to different types of customer – e.g. young children, teenagers and adults. Then learners research an international airline and identify three products/services that would appeal to different types of customer.
- **Price:** in order to maximise profits, the setting of an appropriate price for a product or service is essential. If a price is too high, then some customers may not be able to afford it. If the price is too low, then the business might be undervaluing their product or service. Learners find out what the following pricing terms mean:
    - value and economy prices
    - optional product pricing
    - premium pricing
    - promotional pricing
    - competitive pricing
    - pricing in a global market
    - peak and off-peak pricing.
- **Promotion:** travel and Tourism businesses may use any number of promotional techniques to market a product or service effectively. It is essential that businesses select promotional techniques that are appropriate for the product or service and the intended target market. Learners think of the

promotional techniques a local community theatre may use to market itself and then think of the promotional techniques an international chain of theme parks such as Disneyland may use to promote themselves. Explain the differences.

- **Place:** place relates to the location where the customer buys the product or service. It is important to make a product or service available in the right place for the target audience. A business might be looking to attract local, national or international customers, which will have an impact the place of sale.
- Learners think of a small, local, independent travel agent located on the main street in the middle of a town. What sort of customers may this business be targeting? Would it be worth this business investing in the development of a high-quality website, translated into lots of different languages and accessible from all over the world?
- Learners use the information gained so far to draft an initial report presenting information on the 4Ps for two differing types of travel and tourism business. Ask 'Which of the 4Ps is most important for both of these organisations and why?' Suggest which of the 4Ps could be improved to make the organisations more profitable. Explain how the 4Ps of marketing (the marketing mix) need to work together to optimise success, using examples from different travel and tourism businesses.
- Use examples to exemplify some key areas of how the 4Ps work together. Learners work individually, in pairs or in small groups, to work out what might happen if one of the 4Ps was weak or even missing. They share their ideas with the rest of the class.
- For learning aim A2, learners need to consider how these internal factors influence the marketing of the two businesses chosen in the previous activity.
- The difference between internal and external factors needs to be explained so that learners understand how they will have different levels of influence for different businesses.
- Learners investigate/research the internal factors (company ethos, budget, and changes to products) in relation to both of their chosen travel and tourism businesses.
- Have a class discussion asking 'Why do businesses need to be careful when considering the scale of marketing campaigns?'
- Look at the external factors (legislation, demographic changes, changes to products, and introduction of new promotional techniques and materials) and discuss how they may influence marketing in the two previously selected travel and tourism businesses.
- Learners think of a new promotional technique that each of their chosen businesses could use to market products and services and then design this.
- They use the information gained previously to continue the draft report presenting information on different factors that influence marketing in travel and tourism.

Learning aim B – Analyse the potential impact that marketing activities have on the success of different travel and tourism businesses

You could organise a visit to a local travel and tourism business for learners to look at their marketing activities. Some large travel and tourism businesses hold marketing conferences for this purpose.

- For learning aims B1 and B2, learners need to know how to analyse the potential impact that marketing activities can have on the success of travel and tourism customers and businesses.
- Introduce the concept of impact objective setting, and its importance to the success for different travel and tourism businesses and their customers.
- Learners work individually, in pairs or in small groups, and research the objectives of different types of travel and tourism businesses.
- For B1, learners explain the potential impacts on customers, for example:
    - attracting new business (learners should consider different target markets either domestically or internationally, or both, including gaining customers from a competitor
    - retaining customers/repeat business – e.g. increasing current customer spend by encouraging more premium business or extra product purchase
    - encouraging loyalty – e.g. collecting points on an incentive scheme and improving the business brand
    - building on customer relationship management (CRM) techniques.
- Discuss with learners how the impact objectives of the businesses they have researched links to these impacts on customers and why it is important to a business. Ask 'How can organisations decide if their marketing activities have been successful or not?' For learning aim B2, learners explain the potential impacts on businesses, for example:

- developing clearer links between marketing activities and the business's aims and objectives (learners could carry out online research into a visitor attraction marketing aims and objectives; they must look at the market share of this organisation and think about how the visitor attraction attract a younger demographic
- development of a brand and brand extensions (you could deliver a presentation that explains the product life cycle; learners then give definitions for 'mass market' and 'niche market' and create a product life cycle for a travel and tourism business of their choice

- Other activities for this section could include learners selecting a large tour operator and researching which brands fall under their organisation. Do they use multiple names? If so, why (e.g. appeal, age appropriate etc.)?
- Lead a discussion: 'How do companies extend their branding, so it does not become dated?' Ask 'Why is branding so important for customers and businesses.
- Learners could consider which travel and tourism organisations have the largest budgets for marketing and why. Ask 'How does this affect how much marketing can take place?' Learners share their ideas with the rest of the class.
- Define the term 'loss leader' and ask learners to research some examples of this – e.g. low cost airline flights in off peak season.

- Learners research marketing campaigns (search online for 'best travel and tourism marketing campaigns') to find examples of low-budget campaigns and record their findings.
- For Assessment 1, the assessment activity for learning aims A and B, learners write a report about two different types of travel and tourism businesses, explaining the 4Ps and marketing mix for each. Using research, the learners evaluate factors influencing marketing decisions of the two businesses, and analyse the relationship between marketing and the success of the business and its customers.

Learning aim C – Develop a market research activity and use data collected to present an idea for a promotional campaign for a travel and tourism business

- For learning aim C, you will need to make sure that learners understand the importance of fully planning market research, so that data is reliable and valid. This will ensure that the promotional campaign has the best chance of success.
- Learning aims C and D can be assessed together in one assignment, but it is essential that C is completed first.
- For learning aim C1 you could lead a discussion on the following ideas and questions:
  - What is a promotional campaign? What is market research objective? Why is it important to choose the correct research method? How do you know what is your target group for research?
  - Why is it important for organisations to identify customers' needs?
  - What might the consequences be for an organisation of not having market research objectives?
- Learners need to know the definition for primary, secondary, qualitative and quantitative research (C2) and then identify an example for each type of research. You could allocate each learner one type of primary research documentation to work on from the following: questionnaire, observation checklist, focus group report, feedback cards.
- Learners could design research documentation to investigate types of holiday preferences. Other members of the group can be their 'guinea pigs' to try their technique out on. Learners can then analyse their results and research documentation and present them to the rest of the group. Finally, they produce a written critique of their own work and take part in a peer discussion about the successes and failures of each.
- For learning aim C2**,** revisit sources of primary research, which could include surveys, interviews, observations, trials, focus groups, questionnaires.
- Then revisit sources of secondary research, which could include social media feedback on hotels, published reports by governments or private companies, back data from previous tourists or passengers, government data such as population statistics, and customer spending trends.
- Recap the definitions for 'qualitative research' and 'quantitative research', giving examples of how and when each type of research would be used in the travel and tourism industry.
- Ask learners to consider the following questions to ensure research is valid and reliable:
  - How old is the research data?
  - Why the data was originally collected?

  - How the data was originally collected?
  - What do the results show?
  - Are the results valid?
  - Is the sample size sufficient/meaningful?
  - Is the data quantitative or qualitative?
- Learners search online for travel and tourism-related data sets (three sets will be sufficient). Relevant data can be found using a search engine or the World Data Atlas.
- Learners should research the different uses, and the advantages and disadvantages of, primary and secondary research. Learners think of travel and tourism organisations that might use primary research and travel and those that might use secondary research. They consider the cost of each type of research in terms of collecting and analysing data for the company.
- Learners should understand why 'validity' and 'reliability' are important factors to consider when carrying out market research. They should be given good and bad examples of market research in terms of validity and reliability.
- Ask: 'What would happen if an organisation based its marketing strategy on data that was invalid, unreliable or out of date?'
- For learning aim C3, learners will need to conduct competitor analysis to enable them to present data to support their business case for a promotional plan. They should select two different travel and tourism businesses from one of the following sectors: Transport hubs and gateways; transport principals; tour operators; travel agents; visitor attractions; accommodation; trade associations; information and promotional service providers.
- Using data they have collected on their chosen businesses (e.g. quantitative –finance figures, customer numbers; and qualitative – customer reviews, focus group responses) they analyse strengths and weaknesses of each business in terms of, e.g., numbers of customers, wide range of different target markets, seasonality, profitability, high and low season tariff dates. The data collection can be primary or secondary. Learners consider if businesses have any competitors either domestically and internationally and whether the organisations are targeting the same customers. Ask 'How does each organisation differentiate its product offer?'
- Learners consider the cost of each type of data collection in terms of collecting and analysing data for the selected companies (primary, secondary, qualitative and quantitative). Discuss how a local travel and tourism organisation may find the data useful and justify any associated costs.
- For learning aim C4, learners consider how travel and tourism organisations identify potential markets and customers. You could show images of/have goods as props to exemplify what you are talking about (e.g. false nails – potential markets may include women, theatre wardrobe, etc.). Aim to use five different products. Discuss why organisations need to identify their customers.
- Learners consider the question: 'How do travel and tourism organisations know who to target in a marketing campaign?' Discuss the best ways to find out this information (e.g. questionnaires, focus groups, interviews, or observations of people in a travel agency, etc. You could cross-reference at this point to C1 and C2.
- Learners try out their method of data collection on their peers. You could cross- reference to activity C1 – designing research documentation.
- Show learners a poster/billboard, a magazine advert and a TV advert for a holiday. Discuss how these examples stimulate interest (e.g. use of colour/sound/words size, font, language, pictures and so on). Learners create a Top 10 of adverts they like and those that are most effective. Then they analyse why they like these adverts the most and select one that is most suitable for at least three other customer groups (e.g. business travellers, senior citizens, family with children). Ask 'How are these adverts different from those that appeal to them personally?' This activity will help learners to design effective materials/items for their own campaign for assessment.
- Learners consider the best way for different businesses to communicate with their customers to stimulate demand. They think about social media, direct marketing or international advertising – and which would be most suitable for, e.g., gap year travellers and business people.
- Learners select one travel and tourism business (it could be a travel and tourism business that has been visited) and create a report (with additional evidence as they wish) to show how their chosen business:
  - advertises their product to at least three different customer groups (e.g. business travellers, senior citizens, family with children)
  - meets the regulatory needs of local legislation (cross-reference to A2)
  - deals with complaints (to include customer charters and complaints procedures).

This activity aims to prepare learners for the assessment task but there is no direct overlap as its focus is on research skills.

- For Assessment 2 (learning aim C) learners need to develop a market research activity and, using data collected, present an idea for a promotional campaign for a travel and tourism business. This should include identifying objectives, designing documentation, data collection and analysis, and a presentation of their idea for a promotional campaign for a new product/service or destination for a specific target market. This may be an oral or written presentation.

Learning aim D – Deliver a promotional campaign for a travel and tourism business and evaluate success

- Learning aim D puts into practice what has been proposed from the research undertaken in learning aim C. It will be useful to outline for learners the stages of the promotional campaign as given in learning aim D2 before they start to complete Assessment 3.
- It may be preferable to undertake D2 first, as D1 and D3 are focused on assessing the success of the campaign in meeting aims and objectives, and evaluation of the campaign itself with recommendations for changes/improvements.
- For learning aim D2 Learners need to know how to deliver a promotional campaign for a travel and tourism business. You should outline the stages to be included in delivering a campaign stating the aims and objectives:
    - Are these to increase profit, to gain more customers, to diversify the market, to attract a different market, to increase attendance/awareness … or others?
    - What promotional techniques and materials are to be used (two different ones) – advertising, leaflets, sales promotion, discounts, sponsorship/endorsements …?
    - What is the timescale of the campaign – a week, a month, longer – and why? (this may be cost related).
    - Will the season for the campaign be peak, off peak, and why?
    - Will the promotional materials be designed to meet aims/objectives, appeal to target market – domestic, international, ages, cultures, etc.?
- For Assessment 3, learners are given a scenario, from which they produce a plan for their promotional campaign. This should be factual and name the selected business, identify the objective(s) of the campaign, the target market, the timings, the cost and budget considerations, scale, timescales, the use of a variety of promotional techniques as well as the procedures for monitoring and evaluating and the promotional methods to be used.
- Learners need to produce two different promotional materials. This could be a leaflet, a direct marketing item, a display, etc. Materials produced for assessment should ensure balance between creativity and fitness for purpose. The materials should be attractive and well presented; any text should be typed, spellchecked and proofread. Learners should be encouraged to use colour, images, different fonts and different type sizes. However, their materials must remain informative and fulfil the requirements of any promotional material in terms of ability to meet objectives, e.g. attract and inform customers. The promotional material should include:
    - name of the promotional campaign
    - dates when the campaign is taking place (from/to)
    - names of any celebrities involved with the campaign
    - costs (if appropriate)
    - details of how to find the venue via road and public transport (if appropriate)
    - contact details, such as the telephone number or website address.
- The promotional material could be used to promote extended opening times, special offers, a new product, a new destination, an event, etc. Evidence must be submitted individually, not as part of a group.
- For learning aim D1, learners need to look at their promotional campaign critically. They should consider how successful the campaign would be in relation to:
    - KPIs – does it meet the objective(s) of the campaign, the target market, the timings, cost and budget considerations, scale, timescales, the use of a variety of promotional techniques as appropriate to the size of the business

  - how well it links to the overall objectives of the business – e.g. mission/company ethos (which can usually be found on their website). These may include sustainability policies, widening opportunity, etc.
- For learning aim D3 learners must evaluate their campaign.
  - How well did it meet its objectives? How would you know this?
  - Were the promotional materials good at capturing the attention of the target market? Why? Here you could introduce the AIDA (Attention, Interest, Desire, Action) principle to ensure that any promotional materials are effective at getting the attention of the intended target market. You should explain to learners what AIDA is and how it can be applied to promotional materials.
  - How would you improve the campaign? Why would this lead to better outcomes?
- Learners may also need to include research and data analysis information, evaluating how the promotional campaign can be amended to meet business and customer needs, to support justification of decisions made and recommended improvements.
- Assessment 3 includes evaluation of the campaign. Learners should evaluate their promotional campaigns, including the materials, and make recommendations for improvements, justifying any recommendations made.

Throughout the stages of this assessment, you could give learners help and advice on how they can achieve the best possible grade.

Details of links to other BTEC units and qualifications, and to other relevant units/qualifications

This unit draws information and skills from all other units; consequently, it should be completed last.

Particular links exist with:

- *Unit 1: The Travel and Tourism Industry*
- *Unit 4: Customer Service in Travel and Tourism*
- *Unit 13: Work Experience in Travel and Tourism*

Resources

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Internationals in Travel and Tourism. Check the Pearson website (http://qualifications.pearson.com/endorsed-resources) for more information as titles achieve endorsement.

Journals

Travel Weekly – up-to-date news in the travel and tourism industry
CondeNast Traveller – magazine
National Geographic – magazine

On-line blog

Tourwriter – search for 2019 travel industry statistics

Videos

YouTube is a good source of videos for travel and tourism businesses, destinations, holiday types and sample marketing campaigns. Some examples of these are listed below.

Cuba Vacation Travel Guide – video from Expedia; other destination guides include, e.g., New York, Fiji, Dubai, Iceland, Sydney and Tokyo

'EasyJet explained' – available by searching 'EasyJet explained', then the aspect of the airport you want (e.g. 'special assistance' or 'luggage allowances'); alternatively, these can be found on the EasyJet website

'Welcome to Delhi Airport' – a short video from Jet Airways (you could use similar searches for other airports)

Websites for statistics and trends

CondeNast – search for trends 2020

International Airport Review – search for largest airports, and world passenger numbers

National Geographic – search for top travel trends

UNWTO – search for statistics

Pearson is not responsible for the content of any external internet sites. It is essential for tutors to preview each website before using it in class so as to ensure that the URL is still accurate, relevant and appropriate. We suggest that tutors bookmark useful websites and consider enabling students to access them through the school/college intranet.